



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 10801270  
SAU: Jay School Department  
School: Jay Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

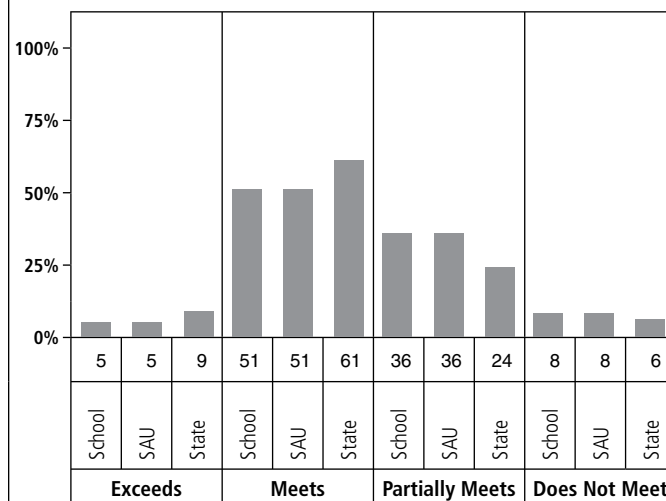
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: Jay School Department  
School: Jay Middle School

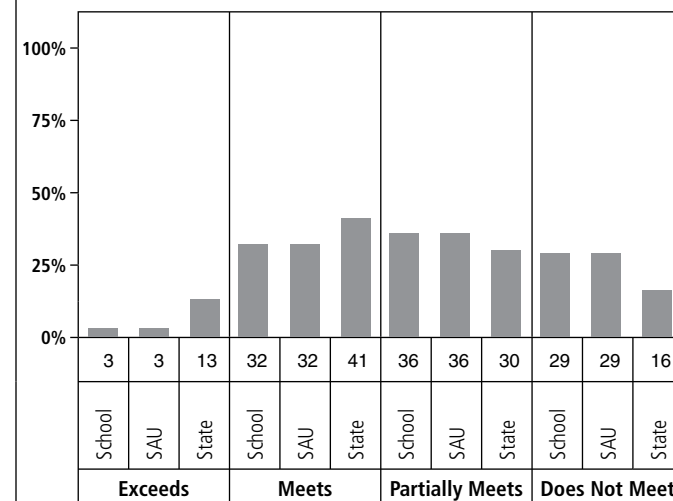
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	640	639	646
2007–2008	648	648	648
<b>2008–2009</b>	<b>644</b>	<b>644</b>	<b>647</b>
Cum. Avg.*	644	644	647
<b>Mathematics</b>			
2006–2007	632	632	643
2007–2008	638	638	642
<b>2008–2009</b>	<b>636</b>	<b>636</b>	<b>643</b>
Cum. Avg.*	635	635	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 6  
 SAU: Jay School Department  
 School: Jay Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	61	100	61	100	14251	100	59	97	59	97	14150	99	59	97	59	97	14156	100						
<b>Ethnicity</b> African American/Black	2	3	2	3	421	3	2	100	2	100	412	98	2	100	2	100	415	99						
American Indian or Native Alaskan	1	2	1	2	128	1	1	100	1	100	127	99	1	100	1	100	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	1	2	1	2	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	57	93	57	93	13309	93	55	96	55	96	13224	100	55	96	55	96	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	10	16	10	16	2468	17	10	100	10	100	2423	99	10	100	10	100	2426	99						
<b>Current LEP</b>	1	2	1	2	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
<b>Economically disadvantaged</b>	36	59	36	59	5780	41	34	94	34	94	5724	99	34	94	34	94	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	51	84	51	84	11369	80	51	84	51	84	11373	80						
Identified disability (PET/IEP)	2	4	2	4	355	3	2	4	2	4	371	3						
LEP	1	2	1	2	167	1	1	2	1	2	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	8	13	8	13	2594	18	8	13	8	13	2605	18						
Identified disability (PET/IEP)	8	100	8	100	1881	73	8	100	8	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	2	3	2	3	75	1	2	3	2	3	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Jay School Department  
School: Jay Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	1	2	1	2	1132	8
	2007-2008	9	18	9	18	1817	13
	<b>2008-2009</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	13	8	13	8	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	25	47	25	47	8127	57
	2007-2008	32	63	32	63	8072	57
	<b>2008-2009</b>	<b>30</b>	<b>51</b>	<b>30</b>	<b>51</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	87	53	87	53	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	20	38	19	36	3549	25
	2007-2008	6	12	6	12	3194	23
	<b>2008-2009</b>	<b>21</b>	<b>36</b>	<b>21</b>	<b>36</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	47	29	46	28	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	7	13	8	15	1478	10
	2007-2008	4	8	4	8	981	7
	<b>2008-2009</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>799</b>	<b>6</b>
	Cum. Total*	16	10	17	10	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	31.3	55.9	31.3	55.9	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.2	56.0	11.2	56.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.1	55.8	20.1	55.8	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Jay School Department  
 School: Jay Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	59	3	5	30	51	21	36	5	8	644	59	5	51	36	8	644	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	2										2						403	5	46	34	15	641
American Indian or Native Alaskan	1										1						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	55	3	5	27	49	20	36	5	9	644	55	5	49	36	9	644	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	0	0	5	50	5	50	630	10	0	0	50	50	630	2236	1	30	48	22	637
No	49	3	6	30	61	16	33	0	0	647	49	6	61	33	0	647	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	1										1						322	2	39	37	21	638
No	58	3	5	30	52	20	34	5	9	644	58	5	52	34	9	644	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	34	0	0	17	50	14	41	3	9	643	34	0	50	41	9	643	5617	4	54	33	9	643
No	25	3	12	13	52	7	28	2	8	646	25	12	52	28	8	646	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	59	3	5	30	51	21	36	5	8	644	59	5	51	36	8	644	13959	9	61	24	6	647
<b>Gender</b>																						
Female	32	2	6	20	63	9	28	1	3	647	32	6	63	28	3	647	6743	13	63	20	4	649
Male	27	1	4	10	37	12	44	4	15	641	27	4	37	44	15	641	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1408	4	41	43	12	641
No	59	3	5	30	51	21	36	5	8	644	59	5	51	36	8	644	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	59	3	5	30	51	21	36	5	8	644	59	5	51	36	8	644	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: Jay School Department  
School: Jay Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	1	20	1	20	0	0	3	60	640	8	20	20	0	60	640	6	5	47	32	16	642
B. less than one hour	53	2	6	18	58	10	32	1	3	645	53	6	58	32	3	645	59	9	62	24	5	647
C. one to two hours	37	0	0	11	50	10	45	1	5	644	37	0	50	45	5	644	32	11	64	21	4	648
D. more than two hours	2	0	0	0	0	1	100	0	0	638	2	0	0	100	0	638	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	31	3	17	9	50	3	17	3	17	647	31	17	50	17	17	647	31	17	66	14	3	651
B. good	38	0	0	14	64	8	36	0	0	645	38	0	64	36	0	645	48	8	64	23	5	647
C. fair	26	0	0	5	33	8	53	2	13	640	26	0	33	53	13	640	18	2	48	40	10	641
D. poor	5	0	0	1	33	2	67	0	0	637	5	0	33	67	0	637	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	22	3	23	6	46	3	23	1	8	650	22	23	46	23	8	650	38	13	65	18	3	650
B. They match some of what I have learned.	61	0	0	19	53	14	39	3	8	643	61	0	53	39	8	643	49	8	63	24	5	647
C. They match just a little of what I have learned.	17	0	0	5	50	4	40	1	10	642	17	0	50	40	10	642	10	5	48	36	11	642
D. There is no match.	0										0						3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	19	1	9	6	55	2	18	2	18	644	19	9	55	18	18	644	16	7	52	30	11	644
B. about the same as my regular schoolwork	59	1	3	16	46	17	49	1	3	644	59	3	46	49	3	644	66	10	64	22	4	648
C. easier than my regular schoolwork	22	1	8	8	62	2	15	2	15	645	22	8	62	15	15	645	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	1	25	3	75	0	0	642	7	0	25	75	0	642	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	53	1	3	14	45	15	48	1	3	644	53	3	45	48	3	644	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	41	2	8	15	63	3	13	4	17	645	41	8	63	13	17	645	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	44	3	12	14	54	8	31	1	4	647	44	12	54	31	4	647	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	51	0	0	16	53	11	37	3	10	642	51	0	53	37	10	642	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	0	0	2	67	1	33	635	5	0	0	67	33	635	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	2	17	6	50	3	25	1	8	649	20	17	50	25	8	649	23	15	65	16	4	650
B. 20 minutes to an hour	46	0	0	15	56	10	37	2	7	644	46	0	56	37	7	644	49	10	64	22	4	648
C. less than 20 minutes	10	0	0	4	67	2	33	0	0	643	10	0	67	33	0	643	11	6	58	29	7	645
D. I rarely read at home.	24	1	7	5	36	6	43	2	14	641	24	7	36	43	14	641	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	640	100	0	0	100	0	640						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Jay School Department  
School: Jay Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	1	2	1	2	2092	15
	2007-2008	5	10	5	10	1474	10
	<b>2008-2009</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	8	5	8	5	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	11	21	11	21	5731	40
	2007-2008	18	35	18	35	6008	43
	<b>2008-2009</b>	<b>19</b>	<b>32</b>	<b>19</b>	<b>32</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	48	29	48	29	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	23	43	22	42	4175	29
	2007-2008	16	31	16	31	4244	30
	<b>2008-2009</b>	<b>21</b>	<b>36</b>	<b>21</b>	<b>36</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	60	37	59	36	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	18	34	19	36	2308	16
	2007-2008	12	24	12	24	2346	17
	<b>2008-2009</b>	<b>17</b>	<b>29</b>	<b>17</b>	<b>29</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	47	29	48	29	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	25.8	46.1	25.8	46.1	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	9.1	50.6	9.1	50.6	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	5.6	46.7	5.6	46.7	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	6.0	42.9	6.0	42.9	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	5.0	41.7	5.0	41.7	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Jay School Department  
 School: Jay Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	59	2	3	19	32	21	36	17	29	636	59	3	32	36	29	636	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	1										1						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	55	2	4	19	35	19	35	15	27	636	55	4	35	35	27	636	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	1	10	0	0	9	90	618	10	0	10	0	90	618	2248	3	18	33	46	629
No	49	2	4	18	37	21	43	8	16	640	49	4	37	43	16	640	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	1										1						331	3	22	35	40	631
No	58	2	3	19	33	21	36	16	28	636	58	3	33	36	28	636	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	34	1	3	11	32	11	32	11	32	634	34	3	32	32	32	634	5620	6	33	37	25	637
No	25	1	4	8	32	10	40	6	24	638	25	4	32	40	24	638	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	59	2	3	19	32	21	36	17	29	636	59	3	32	36	29	636	13974	13	41	30	16	643
<b>Gender</b>																						
Female	32	0	0	11	34	13	41	8	25	636	32	0	34	41	25	636	6738	12	40	32	16	642
Male	27	2	7	8	30	8	30	9	33	636	27	7	30	30	33	636	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1410	3	24	41	32	634
No	59	2	3	19	32	21	36	17	29	636	59	3	32	36	29	636	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	59	2	3	19	32	21	36	17	29	636	59	3	32	36	29	636	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: Jay School Department  
School: Jay Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	1	20	1	20	0	0	3	60	632	8	20	20	0	60	632	6	7	32	28	32	636
B. less than one hour	53	1	3	11	35	10	32	9	29	637	53	3	35	32	29	637	59	13	41	30	16	643
C. one to two hours	37	0	0	7	32	11	50	4	18	637	37	0	32	50	18	637	32	14	41	31	14	644
D. more than two hours	2	0	0	0	0	0	0	1	100	612	2	0	0	0	100	612	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	24	2	14	7	50	3	21	2	14	643	24	14	50	21	14	643	30	27	45	18	9	651
B. good	41	0	0	10	42	11	46	3	13	640	41	0	42	46	13	640	46	9	45	31	15	643
C. fair	27	0	0	2	13	6	38	8	50	629	27	0	13	38	50	629	20	2	29	43	26	635
D. poor	8	0	0	0	0	1	20	4	80	620	8	0	0	20	80	620	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	24	1	7	4	29	5	36	4	29	638	24	7	29	36	29	638	35	18	42	27	13	646
B. They match some of what I have learned.	61	1	3	14	39	9	25	12	33	636	61	3	39	25	33	636	50	11	43	31	15	643
C. They match just a little of what I have learned.	12	0	0	1	14	5	71	1	14	634	12	0	14	71	14	634	13	8	31	36	26	638
D. There is no match.	3	0	0	0	0	2	100	0	0	638	3	0	0	100	0	638	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	29	0	0	3	18	7	41	7	41	632	29	0	18	41	41	632	32	7	40	34	20	640
B. about the same as my regular schoolwork	53	2	6	14	45	9	29	6	19	640	53	6	45	29	19	640	56	13	42	30	15	644
C. easier than my regular schoolwork	19	0	0	2	18	5	45	4	36	632	19	0	18	45	36	632	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	38	0	0	10	45	7	32	5	23	638	38	0	45	32	23	638	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	59	2	6	9	26	11	32	12	35	635	59	6	26	32	35	635	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	2	100	0	0	634	3	0	0	100	0	634	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	0	0	2	67	1	33	628	5	0	0	67	33	628	6	8	29	29	34	635
B. 30–45 minutes	63	2	5	10	27	14	38	11	30	636	63	5	27	38	30	636	33	10	37	34	19	641
C. 45–60 minutes	29	0	0	9	53	5	29	3	18	640	29	0	53	29	18	640	45	15	44	29	12	645
D. more than 60 minutes	3	0	0	0	0	0	0	2	100	612	3	0	0	0	100	612	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	0	0	0	0	1	50	1	50	622	3	0	0	50	50	622	9	14	35	29	22	641
B. two or three days a week	17	0	0	3	30	4	40	3	30	636	17	0	30	40	30	636	26	15	40	30	16	644
C. two or three times each month	36	2	10	6	29	10	48	3	14	640	36	10	29	48	14	640	31	13	43	30	14	644
D. never or almost never	44	0	0	10	38	6	23	10	38	634	44	0	38	23	38	634	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	12	0	0	0	0	4	57	3	43	632	12	0	0	57	43	632	17	8	35	33	24	639
B. two or three days a week	22	0	0	5	38	5	38	3	23	637	22	0	38	38	23	637	28	13	42	30	15	643
C. two or three times each month	29	2	12	8	47	3	18	4	24	642	29	12	47	18	24	642	31	15	43	30	13	645
D. never or almost never	37	0	0	6	27	9	41	7	32	632	37	0	27	41	32	632	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	640	100	0	0	100	0	640						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number